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ABSTRACT

A guide for the organization, planning, and administration of an elementary school extracurricular foreign language program emphasizing conversation and cultural exposure includes three sections: (1) information about the Ames Foreign Language Association's organization, services, and philosophy concerning program design and discipline policy; (2) materials for and about the job of tutor coordinator, including information on hiring and evaluating tutors; and (3) materials for the school committee administering the foreign language program. This last section includes an outline of the year's tasks, a timeline, start-up information, a variety of record, administrative, and letter forms, contents of a tutor packet, a list of program ideas, a tutor and coordinator checklist, and a teacher survey form for gathering information on preferred instructional activities. (MSE)

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Setting Up An Extracurricular Elementary Foreign Language Program

A Manual for School Committees

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AFLA
AMES FOREIGN LANGUAGE ASSOCIATION

—Ames, Iowa elementary student

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Introduction

This manual is designed to help a group of volunteers organize and administer an extracurricular elementary foreign language program. It was compiled by the Ames (Iowa) Foreign Language Association (AFLA), and funded by a grant from the Iowa Department of Public Instruction.

We have chosen an informal style of writing as the best way to tell you about how we've dug up and stumbled upon and created and revised answers over a ten-year period. We hope it will save you time and hassle as you begin or improve your foreign language program.

- The first part of the manual summarizes the Ames program.
- The second part describes the role of a tutor coordinator, the person responsible for providing a pool of tutors from which schools may hire.
- The third section takes a school committee chronologically through one school year.

AFLA thanks 1985-86 school coordinators, who contributed sample forms and ideas for the manual and Sonya Darlington, who wrote the grant proposal. We are indebted to previous officers and coordinators whose volunteer efforts have contributed to the writing of this book.

1985-86 AFLA Board
Mary Ellen Wishart, president
Marguerite Michels, tutor coordinator
Kathy Wipf, secretary
Vicki Hoffmann, treasurer
Sheila Dietz, coordinator advisor
Betty Furr, liaison with public schools
Mary Lohr, member at large
Kay Kracher, newsletter editor

A Word From The Ames Community Schools

Since you are reading this manual, you don't need to be impressed with the importance of learning beyond the culture of the United States or the English language. The *delivery* of that learning, however, is a very complicated task. It is complicated by the major effort in this country decades ago to create a "melting pot" of the various immigrant cultures and to force the use of the English language in schools and business. It is complicated now, as the country has matured and we value cultural and linguistic differences, by declining educational resources. And it is complicated by a variety of regulations related to teacher certification and the operation of schools.

One way to reduce complications is to take a page from an earlier time in our history when parents were more directly involved in educating their own children. Over the years a sizable group of our parents have so valued the opportunity for foreign language instruction for their children at the elementary school level that they have organized their own program. While the priority for Elementary Foreign Language (EFL) for all children has not been sufficiently high in the community to divert the major budget resources needed, the school district has attempted to cooperate with the program. We provide space for classes, help with home communications, and do what possible, short of the provision of funds, to encourage the program. Over the years we have supported study of the EFL concept. Our staff members have assisted with the interview and inservice education of tutors and maintain liaison with the AFLA Board.

All this is to say that it is possible to have a positive working relationship with a group of parents who have a special interest for their children that is not met by the school system. That relationship is based on a solid understanding of our limitations and a continual focus on what is possible and positive. I personally have appreciated that relationship and would encourage other schools and school systems to consider the organization provided by the AFLA in this manual.

Luther L. Kiser, Ed.D.
Assistant Superintendent,
Curriculum and Instruction
Ames Community Schools
Ames, Iowa

Schools attended only by English speaking children from the middle-class culture need to give their students an education that is more than monocultural or monolingual. These children are growing up in a WORLD in which they are in a numerical minority—and in which their relative power is shrinking. They need to learn to appreciate and acknowledge the value of other cultures and languages.
—National Education Association

History/Philosophy

Conviction:

Familiarity with other cultures and other languages will help bring about much needed understanding and peaceful communication between people of the world.

—1978 AFLA Constitution

History:

The AFLA program began in 1976 in Ames, Iowa, as a grassroots movement. Several parents hired a tutor in Spanish to teach their children in a neighborhood school before the beginning of the regular school day. By April 1978, parent volunteers had organized and founded the group known as AFLA. They sponsored foreign language classes in French, German, and Spanish in all nine public elementary schools in Ames. Within two years 466 children were enrolled in these classes. Today, in addition to programs in all public elementary schools, AFLA sponsors classes in the neighboring town of Gilbert and the parochial school in Ames.

Long-range goal:

To have continuous language instruction in the curriculum of the elementary, middle school and high school.

The Uniqueness of the Elementary Age:

It is beneficial to begin instruction of foreign languages at the formative elementary level. Numerous studies have shown that elementary age children are more adept at producing non-native sounds than older youths. Also, their natural interest in (immersion in) language rules and organization makes this an ideal period for grammar and vocabulary study.

Conversational Approach

The first skills in language learning are listening and speaking. Therefore, our approach to teaching is based on an oral/aural method. The main emphasis is on the student's ability to comprehend and speak his or her second language with ease and with an acceptable accent. We also attempt to develop a positive attitude toward other languages and cultures through an understanding of these cultures.

A Two-Year Curriculum

AFLA offers a two-year extracurricular program for kindergarten through sixth grade students. If enough students show special interest, instruction in the language can continue through the elementary years. Some students, when reaching the end of the two-year program, may choose a second language.

Spanish, French and German are the languages usually offered. However, any language of sufficient interest could be considered if an appropriate tutor is available.

Organization of Central Board

The Central Board is elected in an annual meeting of the membership. They provide city-wide coordination. The information below lists officers with a simplified statement of the responsibilities of each.

Responsibilities of Officers

President - Oversees meetings and coordinates efforts of all officers.

Vice-president - Takes over in the absence of the President.

Treasurer - Keeps accurate financial records for the central board and compiles financial records from all schools.

Secretary - Keeps accurate minutes and handles correspondence.

Public School Liaison - Keeps communications open between AFLA and public schools.

Tutor Coordinator - Interviews and trains tutors.

Coordinator Advisor - Trains school coordinators and assists them with problems which arise.

School Committee - directs the program within that school including hiring tutors from the tutor pool provided.

Central Board Responsibilities

- Establish policy
- Provide curriculum to encourage city-wide continuity in instruction
- Set guidelines for tutor salaries
- Advertise for and interview prospective tutors
- Suggest tutor and committee responsibilities
- Grant scholarships for needy students (as appropriate)
- Plan or provide ideas for motivational activities
- Suggest teaching materials
- Train tutors
- Prepare achievement certificates for school committees
- Write newsletters to the general membership and to tutors
- Communicate regularly with the school administration
- Communicate with others in the state and nation who are interested in foreign language instruction

School Committee

A volunteer school committee operates the program at each school, offering a variety of languages and levels, depending on the needs of the participants that year. Individual schools are financially independent, but file treasurers' reports with AFLA. The school committee hires tutors from a pool secured and trained by the tutor coordinator.

AFLA Board

Services Provided

Funding for Services Offered

Despite the fact that local schools operate on their own financially, we have expenses related to:

1. ***Finding a pool of eligible tutors***
2. ***Newsletters and listings to keep schools unified and informed***
3. ***Workshops to train and educate tutors and coordinators.***
4. ***Paying the tutor coordinator.***

We receive our money from tax-deductible community contributions and by a per-student fee of $1 per semester.

Be sure to make some provision so that your volunteer board members can be reimbursed for expenses incurred.

Newspaper Features

Your local paper will usually accept and sometimes will write about anything your program does if: 1. it appeals to the general public, 2. it lists names of local people, or 3. it is accompanied by an interesting picture. Some ideas: New officers, school programs, contests, enrollment figures.

Listing of Central Board, School Committees and Tutors

The central board provides a listing of members of the Central Board, School Committees and Tutors as early in the school year as is possible. It includes name, office, address, phone, and in the case of tutors where and what language is taught. The three lists are distributed to all the persons working in the program.

SAMPLES:

Board Member

Office	Name	Address	Phone
President	Jane Judge	4005 Arkansas	262-0009

School Committee (usually the coordinator)

School	Name	Address	Phone
Northwood	Gloria Jones	6665 Rainbow	244-8889

Tutors

School	Level	Name	Address	Phone	Lang.
Northwood	1	Eric James	666 Stange	233-4165	French

Workshops

Either the central board, the tutor coordinator, or the coordinator advisor can sponsor workshops. Several that we have found to be of value are:

1. Discipline - especially as it relates to an extra-curricular program.

2. Separate language tutor workshops
   Use of songs and games for the tutor's language
   Special activities for holidays in that culture.

3. How and why to use a curriculum.

4. Supplies
   Sharing what is available at each school to provide new ideas
   Making supplies

5. How a typical class might be taught
   Demonstrations
   Video tapes

6. Resources available locally
   people
   software
   books

7. How to plan a lesson

8. How to handle age-experience differences in the classroom

9. Sharing ideas on how to handle special problems
   Tutors
   School committees

10. Workshop for new tutors

Newsletter

Newsletters are sent monthly to all tutors, board members, school coordinators, the school board, district curriculum coordinator, and school vertical foreign language committee. Topics arise at Board meetings and are compiled and written in time to be distributed by schools with the tutor paychecks. Depending on money available, it would be nice if they could be mailed to assure prompt arrival and more attention given them.

Some of the topics we have covered in the past are:

- Letter from a member of the central board
- Why we don't teach reading and writing
- Ideas for inexpensive supplies
- Ways to involve parents in the program
- A feature on one school in the district
- New board members
- Stories about individual tutors
- Discipline
- News in foreign language from the high school
- Report on a tutor workshop
- Teaching ideas
- Changes of address/phone
- Enrollment figures
- New resources in the public library
- Unique ways of solving a problem
- Public relations ideas for classes
- Reminders of workshops or other important dates
- Reminders of forms due, etc.
- Sensitive treatment of religious holidays
- Reports on foreign language conferences

Sample Newsletter

EARTHQUEST GOES TO STATE CONFERENCE

On October 12, Betty Furr and Marguerite Michels presented the Iowa State Foreign Language Association with an introduction to Earthquest, the very successful program sponsored each summer by the Ames Foreign Language Association and the Ames Public Library. In smaller communities around the state, a program like Earthquest could be the ideal way to generate interest in foreign language in general, even though those communities might not have the resources to offer a foreign language in the elementary school system.

November noviembre novembre 1985

IOWA FOREIGN LANGUAGE ASSOCIATION CONFERENCE

Here are some odds and ends of wisdom collected at the conference. If you disagree or find them puzzling, get a conversation started. What do your colleagues think?

Global education includes an effort to understand those who are different right here around us.

We need to stress the function of language (getting meaning across) more than the form or system of the language.

Why do you think the world is only as you say it is?

Finding new symbols for thoughts (that is, new words) leads to new thoughts.

If you want to know about water, don't ask a goldfish.

Language liberates us from our own time and place.

Cause for celebration: the Iowa Department of Public Instruction finally has a Foreign Language Consultant. Paul Hoekstra has a combined background in language and business, and is doing a good job of promoting foreign language throughout the state.

Betty Furr

AFLA

TIPS FOR TUTORS

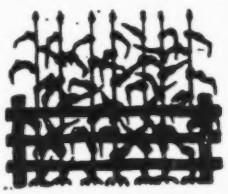
All of us tutors eventually reach a point where we are wondering either what to teach next or, more importantly, how to go over those same old basic words one more time without burning everybody out.

Something that really works pretty well for me is to stand back (figuratively) and take a look at what I've already taught and where I want to go with it all. If you distance yourself from your lessons, a kind of logical sense of order seems to present itself. Try to imagine what you would like to learn next, using words you've already learned to build on. Remember, the curriculum is only to act as a guide - you are free to embellish and embroider - as long as the children are learning the basic things as well.

We're trying to teach the children conversational skills that will allow them to describe the world around them - what kinds of things would they need to know to talk to Mom and Dad at the dinner table, for example? All these little, trivial things -that we all tend to use over and over every day - can provide you with endless material for your next lesson.

A final word - the children have a real sense of accomplishment when they can go home and actually say something to someone, so teach them whole sentences from the very beginning. They may not understand every word, but they'll have grasped the basic sense of the phrase - and they'll be communicating - which is what this whole thing is about, isn't it?

Marguerite Michels



FOOD, GLORIOUS FOOD

Coordinators: Here's an address to take note of. If you aren't already using the food models from the National Dairy Council, you should consider buying them for your tutors. These life size photographs of various foods can be used in a number of ways. They're colorful and sturdy - and relatively inexpensive! The entire set of 146 is only $6.50 (no postage, tax or handling charges). Below is the address:

Catalogue #0012A Food Models
Dairy Council, Inc.
101 N.E. Trilein
Ankeny, IA 50021

Tutors: Here are a few hints on how to make the best use of these cards. Younger children can use them to learn names of new foods, count and name colors. Older or more advanced students can play restaurant with them, divide by food groups, choose foods that go for breakfast, lunch or dinner, tell which foods they'll find at different specialty shops, indicate likes and dislikes, pick out ingredients for sandwiches, soups, pizza, cakes - and on and on and on!! With a little imagination, these food models can go a long way!

NOT A TRIVIAL PURSUIT

Did you know that 52% of the Ames High School student body is taking a foreign language?

NOVEMBER BOARD MEETING

November's meeting will take place on the 19th at Mary Ellen's house at 7:30 p.m. There will be no board meeting in December.

MAKING THE FOREIGN LANGUAGE PROGRAM A PART OF YOUR SCHOOL

Here are a few hints from some schools on how they have successfully brought the foreign language classes to the attention of the parents and the faculty.

-Sawyer publishes an article in their school newspaper with a brief "biography" of each tutor - a great way to show how well qualified and diverse our tutors are.

-Northwood asks each tutor to write a letter addressed to the parents of the students in his class, expressing his own goals and hopes for the class. Tutors also write an evaluation of the students afor the parent/teacher conferences.

-Roosevelt fills in the times and dates of the foreign language classes on the PTA newsletter calendar and asks the parents for their evaluation of the program.

Please share with us your ideas on how to "legitimize" the foreign language program throughout the system, so that parents and teachers see that we do more than just fill space and amuse the children for a few minutes each week.

KEEP THOSE FINANCIAL REPORTS AND REGISTRATION FEES ON COMIN', FOLKS!

To date, Crawford, St. Cecilia, Northwood, Mitchell, and Gilbert have sent in their 1983-84 financial reports. Only Gilbert with 75 AFLA pupils and Crawford with 30 have sent in their fall 1985 registration fees. Those of you with one or the other missing (or both?!) can expect a call from our treasurer, Vicki Hoffman, in the near future. If you have any problems, call her at 233-3243. Send your fees and reports to her at 1938 Stevenson Dr., Ames.

Suggested Guidelines For An Extracurricular Elementary Foreign Language Program

Keep in mind that this is a *conversational* program with emphasis on cultural exposure. The initial program is designed to cover two years. Students wishing to continue beyond that either may change to another language; or, if there is enough interest, an advanced class can be formed.

A. Each school or area operates with an independent committee.

1. The committee is selected in the spring.
2. A financial report is submitted to the treasurer of the city-wide organization at the end of the year.
3. The committee will help tutors organize a presentation for parents or for the school to help publicize and create interest in the foreign language classes.
4. The committee handles all organizational details of the local program but should ask for assistance from the board when needed.

B. The school programs will have as much continuity as possible.

1. Class size is limited to 10 students.
2. Tutor salaries will be uniform.
   a. $9.00 per hour for a new tutor
   b. $9.50 per hour for a returning tutor with a .25 per hour increase each year if desired with an upper limit of $10 per hour.
3. Tutors must sign a written contract, which includes attendance at a tutor training session and a Class Progress Report due at the end of the year.

C. Tutors will be evaluated at least twice a year. The school coordinator will arrange evaluations, which can be done either by the tutor coordinator or someone appointed. A form should be used city-wide to assure some consistency.

1. The first evaluation will be within the first four weeks of class.
   a. Follow-up evaluations will be made if problems are detected.
   b. The evaluation should be discussed with the tutor.
   c. Reports of evaluations will be kept by the tutor coordinator.

D. A tutor-parent communication will take place each semester.

E. The school coordinator is responsible for having tutors understand their responsibilities. The tutor coordinator will assist if there are problems.

Basic Information For School Committee Coordinators

1. The language program is set up as a 12-week block each semester. Beginning and ending dates for the program will vary with each school.
2. After the tutor has presented the school coordinator with his/her time sheet at the end of each month, the school coordinator or treasurer will pay the tutor within one week.
3. Suggested contact hours for student classes per week is at least one hour in two half-hour classes. If schools wish to have two 45-minute classes, tuition must reflect the extra contact time.

What curriculum does AFLA use?

Spanish: Rosenbusch, M. and Graber, A., *Conversational Spanish for Children*, Iowa State University Press, Ames, IA. $8.95.

French and German: Translations of the above.

How does AFLA deal with non-citizen employment?

All tutors must be U.S. citizens or must have a U.S. work permit. That stipulation is made when we advertise for tutors. The person who interviews tutors makes it a point to secure that information during the interview process.

How should a volunteer extra-curricular group cover liability?

It is a good idea to talk with the school district within which you operate to find out if they are willing to back the organization concerning liability. In our case, the school district assured us that children in the foreign language classes are covered just as would be a student during the school day. However, *in the case of tutor absence, there MUST* be a procedure for contacting students to cancel the class or arrange for a substitute. In no case should students show up at school to find that a class is not meeting. (Some schools make excellent use of parents who are willing to notify students of cancellations or who are willing to go to school to be with the class in case of late cancellations.)

Should a foreign language committee get a tax-free number?

It is important for receiving donations, for handling tuition and paying tutors that you establish a not-for-profit status. This can be done with the help of an accountant who reviews the budgets and expenditures for the year. It is important for each school committee to keep accurate records and to provide these to the central board annually. It is also necessary that the board keep accurate records of income (and sources) and expenses. These records are needed by the accountant in order to request tax-free status.

Discipline

What guidelines have been established with regard to discipline?

A program such as this runs into several *unique* discipline problems.

Special situations affecting discipline problems are:

1. Classes usually are held outside the school day, meaning that a student either must get up unusually early or stay after school. This can cause problems due to overtired or overstimulated students.
2. Parents have paid tuition. Should their child be a discipline problem, some parents feel the child has a right to stay in class because they paid for the service. Meanwhile, parents of other students resent the waste of their money for an out-of-control class.
3. Frequently the discipline problem is discussed by the tutor with the school committee or coordinator. The school committee is made up of other parents. The parents of the discipline problem resent having this shared with peers.
4. Tutors from foreign countries may not understand the educational environment/ philosophy of the American school child.

In dealing with discipline, AFLA works on both prevention and treatment.

1. Prospective tutors are asked questions to assess whether or not they will be able to adapt to the general approach to learning in the local school system.
2. After being hired, tutors either are given individual instruction or a workshop on what to expect in the classroom.
3. Should a tutor have a discipline problem, we recommend that he/she call the tutor coordinator for help. This has several advantages over consulting with the school committee.
   First, a tutor coordinator should have had lots of experience in dealing with discipline.
   Second, she/he is available to observe the class to provide further suggestions.
   Third, she is not directly connected with any one school and so will not be sharing the information with parents of other children.
   Finally, she will have a better sense of discipline problems being encountered throughout the program and will also be able to identify tutors who have a consistent problem in this area.
4. If a school committee or coordinator does become involved in the problem, *confidentiality* is of primary importance. Again, parents are extremely sensitive about other parents finding out their child is causing difficulties.
5. If the problem is truly unsolvable after the student, tutor, and tutor coordinator have worked together, most parents appreciate being consulted. This should be initiated by the tutor or tutor coordinator and generally works best if you present the facts to the parents and then ask them for suggestions.
6. One way to work out a severe problem is to have the parent and student and tutor agree on a very specific behavior contract. Should the contract be broken, the child will be asked to drop the class.

Tutor Coordinator

AFLA thought you might want to know how tutors are found, hired and trained, so we asked a TUTOR COORDINATOR.

In describing the tutor coordinator, we are talking about a person whose job is to deal with tutor interviewing and training for the city-wide program. Since we operate in eight to ten different schools or locations, we find this position extremely important.

Job Description

The tutor coordinator is a board member who acts as the liaison between the board and the tutors. The tutor coordinator should be familiar with the basic philosophy and teaching method of your program. We have found it helpful to use someone who either is or has been a tutor and, therefore, has personal experience with difficulties that may be encountered while tutoring.

The tutor coordinator is responsible for advertising for and recruiting potential tutors, interviewing applicants to determine their language skills and ability to relate to children, training the tutors in the method agreed upon, observing tutors periodically during a lesson, and providing workshops or sessions throughout the year to generate new ideas, boost flagging spirits and discuss common problems. Besides maintaining a current list of tutors, addresses, phone numbers and school assignments, the tutor coordinator also contributes to the monthly newsletter such items as methods of introducing new material, ways to treat holiday celebrations, useful games - reinforcing the methodology and philosophy of your group.

The coordinator from each school relies on the tutor coordinator to recommend possible tutors from the pool to fill their needs. In the case of AFLA, only the school coordinators actually hire tutors, but in a smaller system this responsibility could be shared by the tutor coordinator and the board. Each school (and every tutor) is free to call on the tutor coordinator to help with problems that may arise. These can include: a difficult child, a discipline problem, a parent with questions as to the philosophy or mechanics of the class, complaints, or a tutor who has had to abandon classes due to a schedule conflict.

The position of tutor coordinator is the only paid position on the board of AFLA, since it was determined that the responsibilities of this position require much more attention than even a very dedicated volunteer should have to give.

Hiring and Evaluating Tutors

How does AFLA find prospective tutors?

AFLA secures tutors by placing an ad in the paper or by contacting the language department of a local college. You may ask the candidates to complete an application form or you may ask them to send a letter outlining their qualifications.

Who interviews the tutors?

Usually the tutor coordinator, a member of the central board, and a person fluent in the language to be taught will interview the tutors. If the prospective tutor is a student, you might ask for a recommendation from the applicant's language instructor. Once admitted to the tutor pool, the school coordinator may interview tutors for final selection.

What questions does the interviewer ask?

Suggestions for interviewing are given beginning on page 22. Two of the most important items to keep in mind are whether or not the interviewee has command of the foreign language and whether he/she understands the American elementary age child. The questions and situations posed are designed to elicit this information.

A summary or checklist filled out by the interviewers following the interview will give a good basis for comparison of candidates, especially if not all candidates are interviewed by the same person.

What workshop topics does AFLA consider important, and when should these be offered?

AFLA has tried to sponsor at least two workshops per year for the tutors, supplemented by lots of communication via the newsletter. These are essential to familiarize your tutors with the method and philosophy of your program. If you have settled on a conversational approach, for example, tutors need to know how exactly to teach a foreign language without speaking English, having the children memorize lengthy vocabulary lists or focusing on grammar.

Workshops

Sample Plan For A Workshop

The first workshop should be held shortly before language classes start and should include the tutors enmasse. Below is a sample agenda:

I. Philosophy of your organization

II. Methodology
   1. Explanation
   2. Sample class presented by a veteran tutor
   3. Group participation - ideas thrown out to them to work on (e.g., now that they have the basic idea, how would they teach the color "red" or the concept "I like" without translating?)

III. Discipline
   1. How to recognize a problem (are these kids really being rude and obnoxious or is this normal?)
   2. How to solve it
      (essential for tutors who have little or no experience with children and foreign-born tutors who have expectations that differ from ours)

IV. Policies
   1. Time sheets
   2. Absence of tutor
   3. Pay schedule
   4. Status with IRS
   5. Etc.

Later, perhaps 6-8 weeks into the semester, another group of workshops can be held, this time dividing the tutors by language. This workshop is primarily an open forum, allowing tutors to share ideas and problems for discussion by the entire group. Below is a rough agenda.

I. Discipline
   Tutor problems/Insight from coordinator and others

II. Methodology
   Tutor problems/Discussion or suggestions

III. Input from coordinator - new ideas for songs, games, etc.

It would be extremely helpful to hold another of these open forum sessions after winter break, for example, just to keep lines of communication open and continue to show support for the tutors.

Tutor Application

Name:

Address: Telephone Number:

Language(s) you wish to teach:

Are you applying to be a regular tutor? Substitute? Both?

Describe fully your background in your foreign language (extent and type of formal education, living, studying, traveling abroad, etc.)

Year of education completed:

Degrees (List schools and dates.):

Major: Minor:

Do you have a valid teaching certificate?. From what state?

Teaching experience (list positions and dates employed):

Other experiences with children (Scouts, camping, Sunday School, etc.):

List in order of preference the elementary or junior high school you would like most to teach in:

1. 3.

2. Doesn't Matter

Would you accept another assignment?

Classes in our extracurricular foreign language programs are taught before school, during the noon hour, and after school (two or three 25 to 45 minute periods per week). Exact schedules vary from school to school. Please check the times you would be able to teach.

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M. (approximately 8:00 a.m.-8:45 a.m.)					
Noon (approximately 11:45 a.m.-1:00 p.m.)					
P.M. (approximately 3:00 p.m.-3:45 p.m.					

Why is the teaching of foreign languages important?

Why should foreign languages be taught to elementary-age children?

Are you a United States citizen?

If not, what visa do you have?

What special strengths or assets can you offer as a tutor in our program?

Please add any comments (additional information) which would influence our decision to hire you.

References (two local references, if possible). Give name, address, telephone number, and position.

Please use additional pages, if necessary.

Suggestions for Interviewing Tutor Candidates

It is urged that every candidate be interviewed by at least one person competent in the language which the candidate wishes to teach. The best personality and the greatest teaching skills cannot compensate for inadequate mastery of one's subject, particularly when it is conversational language. Therefore, a good, working knowledge of his/her language and a *good* accent are quite important.

Hopefully, every candidate you interview will have filled out an application form. Certainly, it is your prerogative to insist this be done. Before the interview (or if this is impossible, at the very beginning of the interview), the interviewers should read the application carefully. Interviews should be fairly brief (15-45 minutes), so do not waste time asking for information already given. You might ask the candidates to elaborate on: (1) their previous experience with children (teaching or otherwise) and (2) their special strengths, traits, skills, etc. Encourage them to "sell" themselves. Ask how the people listed for references are associated with the candidates. Of course, you may also ask more about any other topics on the application form.

Questions and Topics Which Should Be Explored

How do you feel you relate to children?

What ideas do you have for conducting foreign language classes? (Discuss philosophy, class procedures, organization, etc.)

Suggest a few situations which might occur in a classroom. Ask the candidate to react, to tell what he/she would do. Think of your own, or use the following (which have actually happened).

Situation: Child asks you how to say "ferocious hippopotamus" in foreign language. You don't know. What do you do?

Situation: You are learning Halloween words. A child says to you in a loud, clear voice, "La profesora es feo." (Translated from Spanish: "The teacher is ugly." The sentence as given contains a grammatical error.) What do you do?

Situation: A child is annoyed because he/she was not chosen to be a leader of an activity. He/she, therefore refuses to participate at all. What do you do?

Other situations:

A child doesn't want to sit next to another child.
A child cries because he didn't get to go first or win a game.
A child constantly makes fun of another child's accent.
An older child makes comments about a younger child's slowness to answer.
A child refuses to answer a question directed to him by the tutor.

In all of the above questions and situations, there is no one right answer or correct response. What interviewers should be looking and listening for is thoughtfulness, sensitivity, and attitudes regarding children, teaching, learning, discipline, and expectations.

Practical questions which must be considered:

Does the applicant have his/her own mode of transportation (e.g., driving, walking)? Past experience has shown that tutors who depend upon public transportation or someone else's driving are too often (through no fault of their own) unable to get to class on time (or at all). While this may at first seem an unfair discrimination, this point should be carefully considered.

For noncitizens, the laws governing work for foreign nationals are quite strict. Work permission must be granted by the United States Immigration and Naturalization Service in Omaha, Nebraska. If either the interviewers or candidates have questions concerning proper visas, they may contact Dennis Peterson (or any other staff member) at Iowa State University's Office of International Educational Services (515) 294-1120.

What provisions could the applicant make when a schedule conflict arises, such as their own children being sick, or the opportunity to take a family vacation? Remember that true emergencies will, on occasion, arise; they cannot be avoided. But foreseeable problems such as those mentioned above must be anticipated and planned for. Interviewers should stress the importance of a tutor's commitment to the program. This commitment also refers to continuity of teaching, i.e., committing oneself to a year's employment.

It should not take long to establish the acceptability of the candidate's language proficiency. A *simple* conversation should take place. (How are you? Tell me about your family, etc.) Perhaps an excellent teacher of first and second-year classes may not know the subjunctive tenses perfectly. If his/her basic grammar, knowledge of common idioms, accent, and everyday vocabulary are adequate, the finer points of advanced verb conjugations, etc., can be excused.

The candidate should be asked to read a short, simple passage (from a first-year text) in his/her foreign language, translate it, and then answer (in the foreign language) questions about it. This "experience," while seeming more of a "test," might actually be easier for someone temporarily nervous about the interview. It would take less creativity than an original conversation.

In the event that a speaker of the foreign language cannot interview, the candidate could be asked to "introduce himself/herself" and do the reading/translating into a tape recorder. The tape can then be reviewed by an appropriate person later.

If a candidate speaks poorly, there is little point in taking much time. Therefore, language competency should be reviewed early in the interview. It must also be remembered that these tutors will sometimes be hired by school coordinators who speak only English. The candidate's grasp of the English language is important in making it possible to follow directions, keep appointments, and realize what is expected of them.

While language competency is vitally important, there are other qualities and characteristics we hope to find in candidates. Look for self-confidence; enthusiasm; energy/vitality; dedication to foreign language, education, and/or children; interest in our program; ability to relate well to people, especially children; responsibility; promptness; creativity/imagination. Remember always that the success of our program depends more than anything else on excellent tutors.

Summarizing the Interview

Checklist for Tutor Interviews

(Make comments in the appropriate places; write any additional notes on the back. This form only suggests areas of concern. It is not necessary to fill every blank.)

Name of applicant: Language:

Address: School Assignment:

Telephone number:

Name of interviewer:

Date and time of interview:

1. Language proficiency:

   Accent

   Grammar

   Vocabulary

   Fluency

   Comprehension

   Language professor willing to give recommendation

2. Cross-cultural experience:

   Has applicant lived, worked, studied abroad?

   Has applicant had direct contact with native speakers?

3. Teaching background:

   Has the applicant formal teacher training?

   Is the applicant a certified teacher?

   Has the applicant any teaching experience of any kind? This can include working at a summer camp, etc.

4. Experience with children:

   What age children has the applicant worked with before and in what context? Would this experience be helpful in the tutor's position?

   In the case of foreign-born tutors, ask what status children have in their country, whether or not boys and girls are segregated, how adults and children interact.

5. Special skills, strengths, assets:

6. Personal traits and characteristics:

   Promptness

   Self-confidence

   Enthusiasm

   Interest in foreign language

   Caring for children

   Responsibility/dependability

   Creativity/imagination

School Committee

A Year's Work

The school committee takes care of administrative details for the particular school it operates. Responsibilities of this committee are detailed in this section, which is arranged chronologically.

- Register students (Fall registration day and letter to families the first week of school)
- Organize students into classes
- Assign classes to school rooms
- Find tutors or request them from the tutor pool
- Provide curriculum for each tutor
- Provide basic teaching materials
- Give guidelines to tutors and sign the contracts
- Pay the tutors monthly
- Plan motivational activities
- Set the amount of tuition and collect it each semester
- Provide the appropriate forms for tutors (attendance, time sheets, lesson plans, student evaluations, etc.)
- Evaluate classes or have the tutor coordinator do so
- Communicate with parents, school staff, tutors, and the central board
- Provide program statistics to the central board each year
- Give an annual treasurer's report to the central board
- Award achievement certificates to students

Timeline

AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL
Determine enrollment. Keep accurate records. Secure the rooms. Set up a "home base" for mail.	Attend tutor workshop. Hire tutors by mid-Sept. after needs have been determined. Go to open house at the school to talk about the foreign language program. Use curriculum reviews from previous year to determine where students will best fit.	See that tutors are communicating with parents. Visit the classes. Provide tutors with a copy of the curriculum review.	Attend tutor workshop. Meet with central board on getting supplies, problems you have, changes you recommend.		A good time to make supplies. Check with tutors to see what they feel would enhance learning in their classes.	Attend tutor workshop. Meet with central board on end-of-year program ideas.	Visit classes. Provide tutors with enough class progress reports for each class.	Secure curriculum from tutors. Gather end-of-year statistics and turn them in to the central board. Solicit volunteers for next year Collect curriculum reviews. *Return this booklet to the central board with your ideas for improvements in the foreign language program.*

Getting Started

What is the structure of a school committee?

A school committee is a group of volunteers (usually, but not always, parents of interested students). Typical positions on the committee are:

School Coordinator
Secretary
Treasurer
Special Projects (fundraising or year-end program, for example)

The school committee can be structured to fit the needs of the individual school. While it is possible for one person to do all of the work, it is advisable to recruit several members to share the load. In this way ideas are varied, the group serves as a frame of reference for questions which arise, and your support has a broader base. You can recruit members from people you know who are interested, by getting suggestions from the principal, and by asking for parent involvement on an interest or registration form.

What type of statistics should be kept?

Statistics are important for fund-raising, evaluation of the program, publicity, and planning.

We have found that the most important statistics and information to keep are:

1. Tutor's name
2. Language taught
   Beginning or second level?
3. Name/address of each student enrolled (if student drops class, record date and reason.)
4. Name/address of parents
5. School student attends
6. Grade in school
7. Classroom teacher if needed for distribution of forms.
8. Number of years student has taken this language prior to this enrollment
9. Competency at beginning of year and end of year
10. Progress of the class as a whole
    a. Number of hours per week the class met
    b. Total number of hours met
    c. Curriculum levels covered and how well mastered
    d. Evaluation of student competencies

What the committee feels is important ought to be decided at the *beginning* of the year. Then devise a form such as the "Class Progress Report" (a sample is included in the Tutor Packet section of this booklet). Include the form in the tutor packet so that tutors keep appropriate records. At the end of the year the tutor turns in the completed form to the school committee, and the school committee provides a duplicate copy to the central board.

Another important record is the financial report. Basic entries are included on the form below. This form is given to each school committee at the beginning of the year and is turned in to the central board at the end.

Financial Statement

School _____

School Year _____

INCOME

Reserve from previous year	$ _____
Tuition	$ _____
Other income	$ _____
TOTAL	$ _____

EXPENSES

Central board dues, meetings	$ _____
Tutors' salaries	$ _____
Supplies	$ _____
Bank charges	$ _____
Misc. expenses	$ _____
Reserve for following year	$ _____
TOTAL	$ _____

Submitted by _____ **School** **Date** _____

School Coordinator _____

Treasurer _____

Budgeting

Determining what to charge the student

In order to establish a budget, the school committee must determine or accurately estimate factors which influence the budget. These factors would be:

1. number of students
2. number of tutors required
3. total hours the tutors will work
4. hourly wage (may differ from tutor to tutor, depending on experience)
5. additional costs to the program (supplies, rental fees for rooms, printing, workshops, etc.)

First, determine how much will be needed to pay tutor salaries. For each tutor, multiply the total hours he/she will be paid by his/her hourly rate.

Second, determine additional costs (see #5 above)

Third, a cushion may be added to cover unexpected expenses or high dropout.

Divide by the number of students. The result is each student's tuition.

Example of calculations:

1. Number of Students

Spanish	15
French	10
German	5
TOTAL	30

2. Tutors needed:

Spanish	3
French	2
German	1
TOTAL	6

3. Total hours for each tutor: 24

4. Salary, depending on experience:

	$9.00 x 24 hours
	$9.00 x 24 hours
	$9.50 x 24 hours
	$9.50 x 24 hours
	$9.00 x 24 hours
	$9.00 x 24 hours
TOTAL	$1320

5. Additional costs, usually $100 for supplies

6. Cushion: $80

7. Total: 1320 + 100 + 80 = 1500
   Students enrolled = 30
   Cost per year = 1500/30 = $50

We have found that billing the student for the entire year has several positive effects. Billing hassles are reduced to once a year. The students expect the program to run all year, and dropout is lower. For students who cannot pay it all at once, arrangements are made on an individual basis.

If your program is new, you might want a general letter to parents which would include:

- ***Philosophy of the program***
- ***What languages might be offered***
- ***Time of day classes might be offered***
- ***Approximate cost of classes***
- ***How to get more information about the classes***

General Letter

(Use your own logo on all correspondence that goes to parents.)

Dear Parent:

The Crawford Foreign Language Program is an extra-curricular program organized and run by parents on a volunteer basis. Our aim is to provide foreign language instruction for interested students in grades K-6.

Our approach to teaching is based on an oral/aural, conversational method, with emphasis on the student's ability to comprehend and speak his or her second language with ease and with an acceptable accent. The program also seeks to create a positive attitude toward other languages and cultures.

In the past, Spanish, German, and French have been offered, but any language could be taught if enough students request it and an appropriate tutor is available.

Classes begin before or after regular school hours and meet twice a week for 12 weeks per semester. Fees, calculated to cover expenses only, depend on the number of children enrolled. In the past, tuition has run about $60 per year. A 10% discount is given for families with two or more children, and partial scholarships are available.

Our program has had continual, strong support from parents, school administrators, and dedicated tutors. About 25% of the students are enrolled in foreign language study.

To learn of current class offerings, please call 292-7422.

Thank you.

If you already know what classes you will offer, you would want a letter that includes:

- ***Language offered***
- ***Time of day***
- ***Cost***
- ***How many weeks scheduled***
- ***Whom to contact for questions***
- ***Registration form (language, level, name, parent name, classroom teacher, grade, time preference if there is a choice, child's past language experience)***
- ***Place for parent to volunteer to help the program***

Registration Letter

AFLA
AMES FOREIGN LANGUAGE ASSOCIATION

Dear Parent:

Extracurricular foreign language classes will be offered at Sawyer once again. These classes are organized by volunteer parents and held before regular school hours.

As in the past, beginning Spanish, French, and German, as well as advanced Spanish and French will be offered. Class size is usually 6-8 students, and the emphasis is on conversational instruction. Each class meets for two 30-minute periods per week. Some of the excellent tutors from last year will be teaching again.

Twenty-four weeks of classes will be scheduled. Cost for the classes usually runs about $2 per week per child. The exact cost for the program is determined after registration and final tutor hiring. If you have any questions or prefer to register by phone, please contact Connie Ruebel, 292-4330.

Return registration forms to Sawyer Office by *WEDNESDAY, SEPT. 19*

FOREIGN LANGUAGE REGISTRATION

Student's Name _____ Grade _____ Teacher _____

Parents Name(s) _____ Phone _____

Address _____

Language desired _____ Second choice _____

Previous experience with language _____

Comments: (scheduling problems, band, or other before or after-school activity)

We need parental help to continue offering foreign language classes. Please check any of the specific duties with which you would be willing to help:

_____ Language coordinator
_____ Clerical help
_____ Emergency substitute
_____ Tutor evaluations
_____ Attend AFLA board meetings
_____ Make supplies
_____ Phoning
_____ School committee member

Tutor Contract

The _____ Foreign Language Committee is pleased that you are joining the Foreign Language tutoring staff at our school. Below is the employment arrangement to which both the employer and the employee should agree.

I, _____, understand that I am to be at _____ School beginning on _____ and ending on _____ . The class meeting times are as follows: _____ . My rate of pay per contact hour will be $ _____ . Preparation time and lesson planning, although absolutely necessary and expected, are not specifically paid for by the Foreign Language Committee.

I understand that the Foreign Language Committee or its representatives will review my performance as a tutor, and that my continued employment through the year is contingent upon satisfactory teaching, dependability, cooperation, and adherence to the Tutor Guidelines as presented to me at this time.

I further understand that the Foreign Language classes must be self-supporting, and the possibility exists that my employment might be terminated or reduced if declining student enrollment should reduce fee income.

Signed:
Tutor _____

Date _____

Coordinator _____

Date _____

Possible Additions to Contract

_____ I am a U.S. citizen.
_____ I am not a U.S. citizen, but my work permit number is _____

In case of illness, I will _____

_____(state here how your school wishes to handle the situation.)
I will not be paid for those classes which I do not teach.

I will attend tutor workshops which are held once each semester. In case of a major conflict with the workshop time, I will notify the school coordinator at least one week in advance.

Contents of Tutor Packet

Once the tutor has signed the contract, present them with a packet to include:

1. A letter of introduction
2. Names, addresses, and phone numbers of school committee and tutor coordinator
3. One copy of "Tutor Guidelines"
4. One "Evaluation of Tutor" form
5. One curriculum in the appropriate language (the property of the school committee to be returned or paid for at the end of the year -or - withhold a deposit from the first check and return it with the final check if the curriculum guide is returned to you.)
6. One copy of the "Class Progress Report"
7. One "Attendance Sheet" for each time period the tutor will teach
8. One "Time Sheet" for each month tutor will teach
9. One "Evaluation of Student" form for each student in class
10. One "Parent's Evaluation of Tutor" form
11. List and location of supplies
12. Dates when newsletters will arrive and location of mailbox
13. Names of principal and secretary
14. Location of classroom
15. Classlist with names, addresses, phone numbers of students

It would be nice to have the tutor meet the school committee and be taken on a tour of the school prior to starting. Introduce the tutor to the school personnel.

Tutor Packet

One way to get a tutor off to a good start is to present the tutor with a packet of information and then go over the material with him/her.

Letter of Introduction

AFLA
AMES FOREIGN LANGUAGE ASSOCIATION

TO: Sawyer Foreign Language Tutors

FROM: Connie Ruebel, Coordinator, 292-4330
Kathy Killorn, Secretary, 292-2877
Jan Heffron, Treasurer, 292-6811

Welcome to Sawyer Foreign Language Program! Classes at Sawyer will begin the week of October 8, 1984 and continue until a twelve week session is completed. School holidays are November 5 and November 22 and 23. Classes will not meet on these dates. Afternoon classes will not meet on November 6, 7, 8 and 9 because the students only attend school in the morning on those dates. Winter Vacation begins December 24 and classes will begin again on January 7 until completion of the first session.

Enclosed is a list of supplies available for your use. If there are other supplies you need, please contact me.

An evaluation of each student should be prepared and returned to me before Winter Vacation begins.

A monthly time report for you to fill out and leave in the Sawyer Foreign Language box is included.

A class list and attendance sheet is included. Please let me know if a student is absent for two consecutive classes so I can call the parents.

Please check the Sawyer Foreign Language box in the school office weekly for communications.

If you cannot teach a class because of illness or an emergency please call me at 7:30 a.m. so I can notify parents the class is postponed. Missed classes will be rescheduled in January.

Thank you for your cooperation. Please call if you have questions or suggestions about the program at Sawyer.

Tutor Guidelines

1. Tutors are in charge of the respective classes listed in the attached schedule.

2. Be on time and adequately prepared (it is understood that the amount of preparation time necessary will vary according to the individual tutor and class.)

3. Tutors must have a lesson plan prepared for each class with clearly stated goals for that class period. Appropriate teaching materials and aids must accompany the plan during the class presentation.

4. Tutors should summarize the material covered during each month for distribution to the parents as well as including material planned for the coming month. A copy should also be given to the program coordinator.

5. Tutors are to provide their own transportation to and from class.

6. If unable to be present for a scheduled class, tutors are to provide an appropriate substitute (notifying the Foreign Language Committee of the change in advance) or provide a make up class at an agreeable time to all class members (notifying both parents and Foreign Language Committee of the change).

7. In the case of a last minute absence (if no advance warning is possible) the tutor should do the following:

   A.M. CLASSES: Call students by 7:45 a.m.
   Call school by 8:00 a.m. (School secretary - 292-7422)
   Call Coordinator
   Arrange for a make up class

   P.M. CLASSES: Call school by 2:30 p.m. (School secretary - 292-7422)
   Call parents
   Call Coordinator
   Arrange for a make up class

8. Take class attendance at each session. Turn in attendance sheets at the end of the month in the Foreign Language box in the office. Relay information about students who have dropped immediately to the committee.

9. At least two times a year tutors should give the parents a brief evaluation of each student in the class so that students' progress can be determined. At the end of each year this report is given to the committee. Evaluation forms will be provided.

10. Handouts from the Foreign Language Committee should be given to each child at the end of the class period. Handouts for those absent should be marked with the child's name, taken to the office and put in the appropriate classroom teacher's box.

11. Particular problems with a child should be worked out between the tutor and parents if possible. Tutors can receive assistance from the Tutor Coordinator in how to proceed with each problem on an individual basis.

12. The tutors should encourage the parent to visit the class at some time (a general invitation may be issued or, if necessary, one class session set aside for this purpose).

13. Tutors may expect visits from members of the Foreign Language Committee, the Tutor Coordinator, or other volunteers for the purpose of tutor evaluation.

14. Any expected reimbursement for supplies must be approved before purchase.

15. The tutor is encouraged to make suggestions of materials to be purchased for the program.

16. The committee will communicate with the tutors by phone, writing or, if necessary, special meetings.

17. The Foreign Language Committee plans to have a "parents' program" at least once a year, to show progress and interests. Children should be involved. The tutor will be reimbursed for reasonable time and effort involved in presenting such a program.

18. Employment commitments will be for the entire school year. Such a commitment will be considered ethical rather than legal even though a contract has been signed. The tutor is assured employment as long as his/her work is considered satisfactory and the class enrollment does not drop below the break even level. Terminations of employment will be given by either the tutor or the Foreign Language Committee with at least 30 days notice.

19. Turn in monthly time sheets to the treasurer, Frances Smith, 2159 Country Club Blvd. For prompt payment, submit them by the last day of the month.

20. Tutors will leave the room they use for class in the order in which they found it.

The Crawford Foreign Language Committee

Evaluation of Tutors

Tutor _____ Language _____

Class _____ Date _____

Observed by _____

	Yes	Some	Can't evaluate at this time	Needs Improvement
1. Is there variety in the kinds of teaching materials used during the class period?				
2. Are the activities organized so that the children are the ones who do most of the talking during the class?				
3. Does the tutor use the second language as much as possible in giving directions to the class?				
4. Are the vocabulary words taught with the definite article so that children learn the masculinity or femininity of the words as they learn the words?				
5. Do the children use the vocabulary words in sentences, communicating an idea to companions, and not in listing vocabulary words?				
6. Is the tutor successful in encouraging good pronunciation without causing the children embarrassment?				
7. Are the children learning to talk about and describe themselves in the second language?				
8. Does the tutor arrive promptly?				
9. Is the tutor well prepared?				
10. Is the tutor responsive to the students?				
11. Are the activities varied within a given class period and from day to day?				
12. Does the tutor plan time for movement activities?				
13. Does the tutor take into account a child's short attention span?				
14. Does the tutor have a reasonable approach to discipline?				
15. Does the tutor "ward off" poor behavior before it begins?				
16. Does the tutor use plenty of positive reinforcement?				
17. Does the tutor recognize and respect individual differences?				
18. Are there "good vibes" in the class?				
19. Does the tutor treat everyone fairly and equally?				

Class Progress Report

The Class Progress Report should be filled out by the tutor and turned in after the tutor's last class to provide the school coordinator and the central board with appropriate statistics for the coming year. This should be consistent with the statistics your group has decided to collect.

Tutors should fill out a form for each class and return them to the school coordinator by the last class period.

A. **Tutor's Name** _____ **This class met** _____ **hours per week.**

Language _____ **Total # of class hours/year** _____

School _____

B. **List students in class:**

	Grade level in school	# of years in this language	Competency rating*	indicate date if dropped
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**RATING SCALE -1(needs improvement), 2(fair), 3(good), 4(excellent), 5(superior)*

C. Circle which levels of curriculum this class completely covered:

1 2 3 4 5 6 7

List areas of study in last level and evaluate the class's mastery of this area using the rating scale above.

Example: Level 1	*Area of study*	*Rating*
	Fruits	*4*
	Colors	*4*
	Numbers	*2*
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Using the rating scale above, rate the following:

Students' ability to construct a sentence orally _____

Students' ability to construct a question orally _____

Students' ability to answer a question orally _____

Time and Attendance Sheets can be combined if one person is serving as coordinator and treasurer, but the compilation of statistics may be made easier by keeping them separate.

Attendance Record

Tutor _____ Language _____

Class Level _____ Month _____

Mark Absences (A) Mark Drops (D)

Name	Date											

List briefly the material which you have taught this month. Include any other comments you have about your class.

_____

(Signature)

Time Sheet

Time sheets should be set up to make the treasurer's job as easy as possible. By asking the tutor to compile a total, the treasurer will have a number to check her own figures against, thus eliminating many time consuming errors. A form like the one below allows the tutor to insert the dates each month regardless of what month in what year the tutoring takes place.

Tutor _____ Month _____

Language _____ Class times _____

M	T	W	Th	F	Total for Week

MONTHLY TOTAL HOURS _____

x HOURLY RATE OF _____

WAGES DUE FOR TUTORING THIS MONTH _____

Evaluating Students

Purpose

In most schools, the tutor is asked to evaluate students at the beginning of the term (past language experience), during the first term (sometimes about school conference time), and at the end of the year.

The student usually is assessed on comprehension, pronunciation, and attitude toward the subject. It gives both student and parent an idea of whether or not progress has been made. It also tells where to place the student the next year should he/she continue language instruction.

Distribution

This form could be a half-sheet* included in the school conference packets if this is acceptable to your principal. This is ideal since it makes the foreign language class have as much importance as any other class the student attends. It also gives the teacher holding the conference a bit more familiarity with the program. Be sure to ask far in advance if you wish to evaluate in this way. Also be sure that your tutors KNOW HOW TO EVALUATE PROPERLY. It may be a good idea to have the tutor turn the evaluations in to the coordinator before submitting them to the school system. In this way any inappropriate comments or unnecessary remarks can be weeded out. This is also a good time to ask parents for an evaluation of the classes.

*Many schools try to keep forms to a half sheet to cut expense of copying. A half sheet is duplicated and the duplicate is placed *upside down* on a sheet with the original. The upside down position alerts the coordinator to the fact that *two* forms are there and not just one. They are then cut apart for distribution. If each type of form is placed on a different color it helps in identifying them at a glance for later filing.

Student Progress Form

Roosevelt Foreign Language Program

Dear Parents:

This evaluation has been filled out by your child's foreign language tutor. We hope this report is helpful in assessing your child's progress. Accompanying this form is a "Parent Evaluation Form" for you to evaluate the classes your child is attending. Will you please fill it out and return it so we will know your opinion of the classes? Thank you.

Student _____ Homeroom Teacher _____ Language: Fr Gr Sp

Very Good	Needs Improvement
_____	Comprehension
_____	Pronunciation
_____	Attitude (Classroom behavior)
_____	Memory
_____	Punctuality
_____	Grammar (if applicable)

_____ Date

_____ Tutor Signature

You might also ask parents at this time to give you feedback on how the student feels about the class.

Parent's Evaluation of Tutor

PARENT EVALUATION FORM

Yes	No	
_____	_____	1. If the tutor is unable to attend class, does the tutor notify students?
_____	_____	2. Does the tutor contact you as a parent if your child misses several classes in a row?
_____	_____	3. Does the tutor encourage you as a parent to visit the class?
_____	_____	4. Does your child display *some* of his learning at home? (Keep in mind that some children simply do not, even though they *are* learning.)
_____	_____	5. Does your child look forward to classes?

6. Comments: _____

_____

_____

_____

_____

It will help a great deal if you will take the time to fill out this evaluation and mail it to me or call me with your comments. This helps us know if the tutor is doing the best possible job. Thanks.

Sheila Dietz, 808 Ridgewood, Ames, Iowa 50010

Supplies

Copies of this list are given to tutors to assist them in lesson planning and used by the Foreign Language Committee as an inventory of supplies. The list provided below is grouped by medium used.

Plastic, metal models

animals (farm)
doll
family
house & furniture
shapes
transportation vehicles

Flannel board and set of:

animals - farm animals and buildings, zoo animals, wild animals
body and clothing
calendar - includes a grid, number, days, months, holidays
city - buildings and streets
climate - climate and seasons
family (mounted on cardboard and laminated)
family (felt)
fruit
house and furniture
nature
numbers (#1-31 are found with the calendar supplies)
shapes
transportation vehicles

Cardboard:

German article cards
foods from the National Dairy Council
alphabet cards - Spanish

Poster board:

furniture, grouped in room settings
clothing (2 poster boards - 4 sides)
food (grocery store on 1 side and prepared food on the other)
time - a clock
school
occupations

Colorform house

Flash Cards

all categories, including verbs (in its own file box)

Books:

My First 1,000 Words in German (shelved in Crawford library)
My First 1,000 Words in Spanish
Los Viajeritos Venturosos (4 copies)
Rosita y Panchito (5 copies)
Copy of the curriculum used
Let's Play Games in German - Elizabeth Schmidt
Let's Play Games in Spanish - Loretta B. Hubp

Games

Memory
Spill 'n Spell
Candy Land
Mr. Potato Head
Uno cards
Deck of regular cards

Miscellaneous

Global Flash Cards
Spanish vocabulary cards
hand puppets
cassette tapes with material presented by experienced tutor

Other supplies were listed by the curriculum categories in which they fit.

Animals
Body parts
Calendar
City
Climate
Clothing
Colors
Communication
Family
Foods
House and Furniture
Nature
Numbers
Occupations
School
Shapes
Time

When assigning classes, you will want to include:

- ***When the class will meet***
- ***When it starts; whether there will be days it won't meet***
- ***Name of tutor and something about the tutor's background***
- ***Fee and how to pay it***
- ***Name and phone numbers of other students in the class***
- ***Name of the school coordinator or committee***
- ***How class cancellations will be handled***

Class Assignment Notice

Welcome to Spanish class! Your class will meet on _____

and _____ from _____ until _____

in room _____ beginning the week of _____ .

If you are in a morning class, please wait inside the front door of the school until your tutor arrives and he/she will accompany you to your classroom. There will not be adult supervision at the school before 8 a.m. or after 3:35 p.m., so plan to arrive and leave promptly. Classes will not be held on school holidays or in the afternoons of conference week. Classes will resume after winter vacation on January 7 and continue until a twelve-week session has been completed.

Your instructor is Marcia Rosenbusch. She speaks fluent Spanish and lived in Argentina for 8 years. She has many good ideas that will make learning Spanish a lot of fun. Please note that Spanish classes do not begin until the week of Oct. 19 since Mrs. Rosenbusch will be out of town until that time.

Please pay the $25 fee for the first twelve-week session to _____ .

Make checks payable to _____ .
This fee must be paid before October 19 so that the tutors can be paid.

Enclosed is a list of children attending your foreign language class, along with addresses and phone numbers (to help in car pooling).

Coordinator _____ Phone Number _____

Secretary _____ Phone Number _____

Treasurer _____ Phone Number _____

Tutor _____ Phone Number _____

Collecting Overdue Fees

Sample Collection Statements

Dear Mr. & Mrs. _____

A review of the Foreign Language finances shows that we have not received a tuition payment from you for your child's foreign language class(s).

The tuition fee is $35 per student. Our budget is very carefully established to keep your cost as low as possible and our budget is dependent on your payment.

Please contact Mary Lohr if you have already paid so that our records may reflect this correctly.

If payment is still due, please mail payment to Mrs. Lohr as soon as you are able to do so.

Mary Lohr
1701 Pierce Ct.
Ames, Ia. 50010
232-8805 (evenings)

Thank you very much.

Your child's foreign language tuition payment is overdue. Please send $ _____ to school in an envelope with your child's name on it. The check should be made out to Sawyer Foreign Language Committee.

Thank you very much.

Ending the Semester

Dear Parent:

Foreign language classes at Crawford are nearing the end of their first 12-week session. Listed below is the date of the *final class meeting* for each section.

Kindergarten Spanish	Wednesday, December 12
Spanish I	Tuesday, December 11
Spanish II	Friday, December 14
Spanish III	Tuesday, December 11
German	Tuesday, December 18
French	Thursday, December 14

The remaining 3 German classes to be made up will meet on:

Thursday, January 17
Tuesday, January 22
Thursday, January 24

Mark your calendars, and bundle up!

Our tentative plans are to commence second semester classes the week of January 28. In mid-January, a notice will be sent to all students enrolled this semester reminding them of next semester's starting dates, class times, meeting places, and tuition amounts.

Should you have any questions, comments, or suggestions as this term comes to a close, please contact us. As committee members and as parents of children benefitting from foreign language study, we would appreciate hearing from you.

Happy Holidays!

School Coordinator, Jose Olivares - 292-2557

Closing the Year

Attention to details now can make a smooth transition in the fall.

Committee's Letter Home

An end-of-year letter to parents can give them information about the end of the year, about news and plans for next year, and in general is an excellent piece of public relations. Samples are included on pages 51, 52 and 53, one of which includes congratulations to those completing the program.

End-of-year Program or Special Event

Some tutors feel these "take away from class time" and therefore choose not to do anything along the lines of a "program." We feel that programs serve several functions—good publicity for the program, a chance to involve and recruit parents, something for the student to really remember. As adults we so often measure learning on how many concepts were covered rather than on whether the child had a meaningful learning experience. Some schools have found it especially important to have a program for beginning students - so parents *and* students realize what has been learned.

There are several things you can do to reduce time "lost from class."

1. Have the program be an application of what you already do in class.
2. Have students involved in deciding on or writing the program. Stress the need for them to use the language they know to this point.
3. Ask parents for help, especially in making arrangements with the school or in getting needed props, refreshments.
4. Perhaps spend some out-of-class time rehearsing.
5. Consider some way to end the year other than a formal program.
    a. Give certificates.
    b. Write an article for the newspaper.

Ideas for the end-of-year Program or Special Event can be found on pages 54 and 55.

Checklist for Tutors and School Committees:

This checklist is fairly easy to complete if done just as classes are ending. It becomes more difficult as time goes on and as tutors and other personnel leave for the summer. We have chosen to include it in an end-of-year newsletter to tutors and school committees. A sample checklist is given on page 57.

April 18

Dear Parents,

As April draws to an end, we wish to thank you for allowing your child to participate in the Crawford Foreign Language Program this year. While we would like to think that all of you hear a great deal about your child's language class, we know that many children really don't talk much about their school day. The best way to find out what happens is to come visit! We invite you to join us for a class period or for just a few minutes if that is all your schedule permits. Below you will find a listing of the *remaining classes* this year—please note that for some, this coming week of April 22nd will be the final week.

Kdg. Spanish	Wed., April 24 and May 1	11:20-11:50, Kdg. Room
Beginning Sp.	Wed. & Fri., April 24 & 26	8:05-8:35, Media Center, Back Room
Advanced Sp.	Tues., April 23	8:05-8:35, Media Center, Back Room
German	Tues. & Thurs., April 23, 25, 30 and May 2	3:15, L.D. Room

We would like to pay tribute to the students who have so faithfully attended language sessions this year. On Monday, May 6th, classroom teachers will distribute to the Foreign Language Program students special name tags which may be worn that day and the next. On Tuesday, May 7th from 3:00-4:15 P.M. in the Crawford Gym, we will have an end-of-year party for all Foreign Language Program students, their families, and tutors. The children will be sharing with everyone a sampling of the various songs, games, conversations, and skits learned this year. Certificates will be awarded at this time, and an opportunity will be provided for you to meet the tutors.

We need a few people to donate 2 dozen cookies each. If you care to do so, please phone me at 292-5204.

The committee, tutors, and children are looking forward to the party. We hope to see you there.

Crawford Foreign Language Committee
Joan Serfass, Coordinator

Recognition

Congratulations to the following Sawyer students who will be completing a year of study of another language.

BEGINNING FRENCH

ADVANCED FRENCH

BEGINNING GERMAN

ADVANCED GERMAN

BEGINNING SPANISH

ADVANCED SPANISH

These students have met with a tutor two days a week either before or after school to study the language and culture of another country. Registration for foreign language classes for the next school year will be held during school registration. The fee is $50 for the year.

Connie Ruebel, Coordinator - 292-4330

Certificate of Attendance

AMES FOREIGN LANGUAGE ASSOCIATION
FOREIGN LANGUAGE PROGRAM

AMES, IOWA

This certifies that _____

has received instruction in _____ at

_____ School during the academic year _____,

and has satisfactorily completed the prescribed course.

_____ _____

Principal *Instructor*

_____

School Foreign Language Committee Chairman

Program Ideas

Some ideas which could be used to make your program special are listed in the following article. Since this is a general article, some ideas would not be appropriate for an elementary conversational program.

Activities for National Foreign Language Week* *by Frank Longoria*

1. Arrange for exhibits in school or community libraries. The librarians welcome the opportunity to take an active part in promoting the literature and culture of other countries. They are able, because of their resources, to provide striking displays that effectively communicate the key ideas.

2. Place posters in prominent places on campus as well as in civic centers and municipal buildings.

3. Present assembly programs planned by the students of foreign languages or by interested language groups. The programs should attempt to emphasize one or two main ideas rather than just entertain.

4. Plan panel discussions on such subjects as "The Contribution of Languages to Modern Living." The panelists should represent different professional fields, the more varied, the better, to demonstrate that the value of languages is recognized in just about every facet of our lives.

5. Foster contests sponsored by the department of foreign languages, with prizes awarded to the author of the best essay, poem, or short story on an appropriate theme. To bring in other students, it is, of course advisable to conduct this competition in English. This does not obviate the possibility of having a similar contest conducted in the languages taught in a particular institution. The latter can be an especially valuable learning experience.

6. Schedule movies, film strips, and travelogues.

7. Have language tables where only a foreign language may be spoken during the luncheon hours. There should be a capable individual at each table who can sustain the activity if it begins to languish. This is an excellent activity for both the students who speak the language and the "outsiders" who can only listen enviously.

8. Print editorials and other items of interest relevant to National Foreign Language Week in the school paper. The cooperation of the school paper and of other school publications is essential for the success on campus of the NFLW activities; it is a cooperation that, fortunately, they are very willing to give. This medium of communication should be exploited to the utmost; it should be saturated with articles, cartoons, jokes, and editorials, all dealing with or having reference to the points we are trying to get across. Start the publicity campaign early and build up to the week's activities in such a way that the student body will be waiting for it with anticipation.

9. The amount of space devoted above to using the school paper or publications is not to say that the community publications should be neglected. If anything, they should be exploited even more, as much as they will permit. In most cases, they will be glad to mention the planned school and community activities.

10. Contact radio and television stations. Most of them have a definite amount of time that they allot for public service features and announcements. An outstanding news commentator on the local level will often be more than happy to devote some of his air time to the discussion of various aspects of foreign languges, travel, brotherhood, and so on.

11. Arrange for the printing and distribution of stickers carrying an appropriate slogan. These may be placed in windows, on car bumpers or bus sides, and so on.

12. Arrange for slogans on metered mail sent out by companies in your area.

13. Sponsor language contests for local high school students.

14. Set up a miniature world conference, as represented by the different languages, to discuss problems and disputes.

15. Display the various national flags in a centrally located spot.

16. Have a special day on which the student body in general may wear foreign costumes if they wish. Have a fashion show. Have a parade. There are many things of this sort that can be done and that lend color and vivacity to the campus and to the proceedings.

17. Have a "Singarama" at which members of the community sing familiar and popular songs from other lands. This is one of the more pleasant and more satisfactory ways of arousing the interest of students. These Singaramas can be held practically anywhere; the words of the songs can be duplicated and passed out, or they can be put on slides and projected on a screen or wall. Classes, choral groups, or even individuals can provide the vocal impetus to get the audience singing. As an added touch, costumes can be worn by the people leading and singing. There are all sorts of possibilities in this activity.

18. Hold sales of foreign delicacies.

*Taken from Gaudianai, Claire. *Strategies for Development of Foreign Language & Literature Programs*, Modern Language Association of America. New York. 1984.

Program or Special Event

Invitation

KATE MITCHELL

FOREIGN LANGUAGE PROGRAM

TUESDAY, APRIL 16th at 7:00 P.M.

We look forward to seeing parents and guests at the Foreign Language Program this year. If at all possible, please have your child at the school by 6:45 p.m. for last minute instructions and to put on any costumes that are necessary.

THANK YOU to those who have offered to bring treats and it will be fine to just bring them with you on the night of the program.

We have a terrific group of young people and tutors involved this school year. YOU WON'T WANT TO MISS THIS PERFORMANCE!

MITCHELL FOREIGN LANGUAGE COMMITTEE

Checklist

Tutors - complete by May 15

_____ Turn in hours.

_____ Leave forwarding address and summer phone number.

_____ Turn in curriculum, or cost of it will be deducted from your final paycheck.

_____ List what supplies you used, what you need, what to buy, what needs repair.

_____ Report your plans on tutoring next year.

_____ Comment on the facilities - classroom, etc.

_____ Fill out the Class Progress Report.

Coordinators - complete by June 1

_____ Turn in financial report to the central board treasurer.

_____ Make sure the tutors complete their check list before the school year ends and they leave for the summer.

_____ Make sure next year's school committee is complete.

_____ Turn in a list of the new committee members to the central board.

_____ Turn in your School Committee Manual with your notes and comments.

_____ Inventory supplies to make sure they are all accounted for.

Building for Next Year

Contribute a Foreign Language Learning Activity

Please use this form to share at least one successful teaching activity which you have used in your foreign language classes this semester. If you wish to share more than one idea, just use another sheet of paper and follow this same format. All of your ideas will be appreciated by your fellow tutors.

Name of activity:

Goal of activity:

Materials needed:

Procedure for activity:

Submitted by: _____